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EVALUATION AT THE LOCAL LEVEL.

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A SYSTEMATIC APPROACH TO THE EVALUATION OF INNOVATIONS HAS BECOME ONE OF THE NATION'S MOST PRESSING PROBLEMS. RECOGNIZING THIS NEED, A TEAM OF EDUCATORS DEVELOPED AN APPROACH TO THE PROBLEM OF EVALUATION THROUGH THE UTILIZATION OF A MODEL. THE FIRST STEP IN THIS EVALUATION PROCESS IS TO BEGIN WITH A SINGLE SUBJECT AREA OF THE CURRICULUM. SECONDLY, THE DESCRIPTIVE VARIABLES IN THE INSTRUCTIONAL AND INSTITUTIONAL DIMENSIONS SHOULD BE DEFINED. THIRD, THE OBJECTIVES SHOULD BE STATED IN BEHAVIORAL TERMS AND ONCE ACCOMPLISHED, THE FOURTH STEP IS THAT OF ASSESSING THE BEHAVIOR DESCRIBED IN THE OBJECTIVES. THE LAST STEP THEN BECOMES ONE OF ANALYZING THE RESULTS. MOST LOCAL SCHOOLS DO NOT HAVE ACCESS TO, NOR POSSESS, THE ESSENTIAL TOOLS AND TRAINED PERSONNEL TO UTILIZE THE ABOVE DESCRIBED EVALUATION PROCEDURES. CONSEQUENTLY, UNDER TITLE III OF ESEA, A CENTER WAS DEVELOPED TO TRAIN PERSONNEL IN EVALUATION PROCEDURES. THREE DIVISIONS ARE INCLUDED IN THIS CENTER--FIELD SERVICES, EVALUATION SERVICES, AND PUBLICATIONS. (ES)

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EVALUATION AT THE LOCAL LEVEL

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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INTRODUCTION

The need for a systematic approach to the evaluation of innovations has become one of education's most pressing problems. Only by systematic evaluation can education avoid the fads, pressures, pendulum-swingings of educational practice and address itself to the basic question concerning an educational innovation: Is it really effective in achieving its expressed objectives?

At present, there is little or no evidence gathered concerning the effectiveness of educational innovations in meeting their objectives. On what basis, then, are innovations currently adopted or continued in practi ? Unfortunately, we often rely on educational ideology or the persuasive claims of advocates or salesmen. Often we claim the merits of an innovation are self-evident. More frequently, we seek the opinions of the consumers, interpreting the enthusiasm of the teachers and students (found in most new programs) as evidence of the complete success of the innovation. Or, conversely, we interpret teacher or student aversion to the new program as evidence of program failure.

Because there are few criteria of educational effectiveness, many suggest that achievement of objectives is difficult, if not impossible, to assess. The procedures, structure, and model described in this paper are proposed as a systematic way to assess the effectiveness of an innovation. Utilizing the basic structure, model, and the consulting, technological and information retrieval services offered by the Center concept, any district can systematically gather valid data needed to decide whether to adopt or continue in practice a given innovation.

EVALUATION AS A PROCESS

Research has failed to produce adequate guidelines and procedures to be utilized by school districts for the purpose of evaluating both current and innovative programs. The problem is complicated further by the fact that the school districts of the past have not included the process of evaluation as one of the major criteria for curriculum improvement. A lack of guidelines and the reluctance on the part of educators to include evaluation as a major function of curriculum development have produced a situation in which little evidence is available as to what should be evaluated, and how evaluation should take place. The guidelines offered in the literature are usually in the form of recommendations for administering achievement and intelligence tests. With

these over-simplified approaches to the problem of evaluation, teachers and administrators are left with the problem of drawing conclusions from inadequate data and the general enthusiasm of teachers and pupils.

Recognizing the need for guidelines and the development of evaluation programs, a team of educators representing elementary and secondary curriculum, administration, guidance, educational psychology, and sociology developed an approach to the problem of evaluation through a ten-month planning period. The results of their efforts described in this paper are not proposed as eternal verities, but as a systematic way in which to assess the effectiveness of both current and innovative programs. The structure and model will undoubtedly undergo modification, or even major changes of form as study progresses.

A Structure for Evaluation

The success or failure of innovations in modern programs of instruction is determined by the interaction of specific forces within the educational environment. The forces affecting innovation are described in terms of specific dimensions and variables operating in a three-dimensional structure (See Figure 1). The interaction of variables from each of the three dimensions produces combinations of variables described as factors to be considered in the evaluation of a given program. The importance of any combination of variables is determined by the nature of the instructional program selected for study.

INSTRUCTIONAL DIMENSION

The Instructional Dimension is that dimension of the model which describes the innovation in terms of specific variables. The first of these variables is that of Organization. Organization is defined as the matrix in which teachers and pupils are brought together so that instruction can take place. The organizational matrix may be divided into two components known as time and space.

1. Time refers to the duration and sequence of blocks of time devoted to the subjects taught. Duration may be defined as the length of any given period. Sequence may be defined as the order in which subjects are taught. Duration and sequence may be thought of in terms of both daily and weekly scheduling. (Example: Science may be taught only twice a week.)
2. Space refers to the vertical and horizontal organization of students. Vertical organization serves to classify students and move them upward from the point of admission to the point of departure. Horizontal organization divides students among teachers. Both grouping processes may be homogeneous, heterogeneous, or a combination of the two.

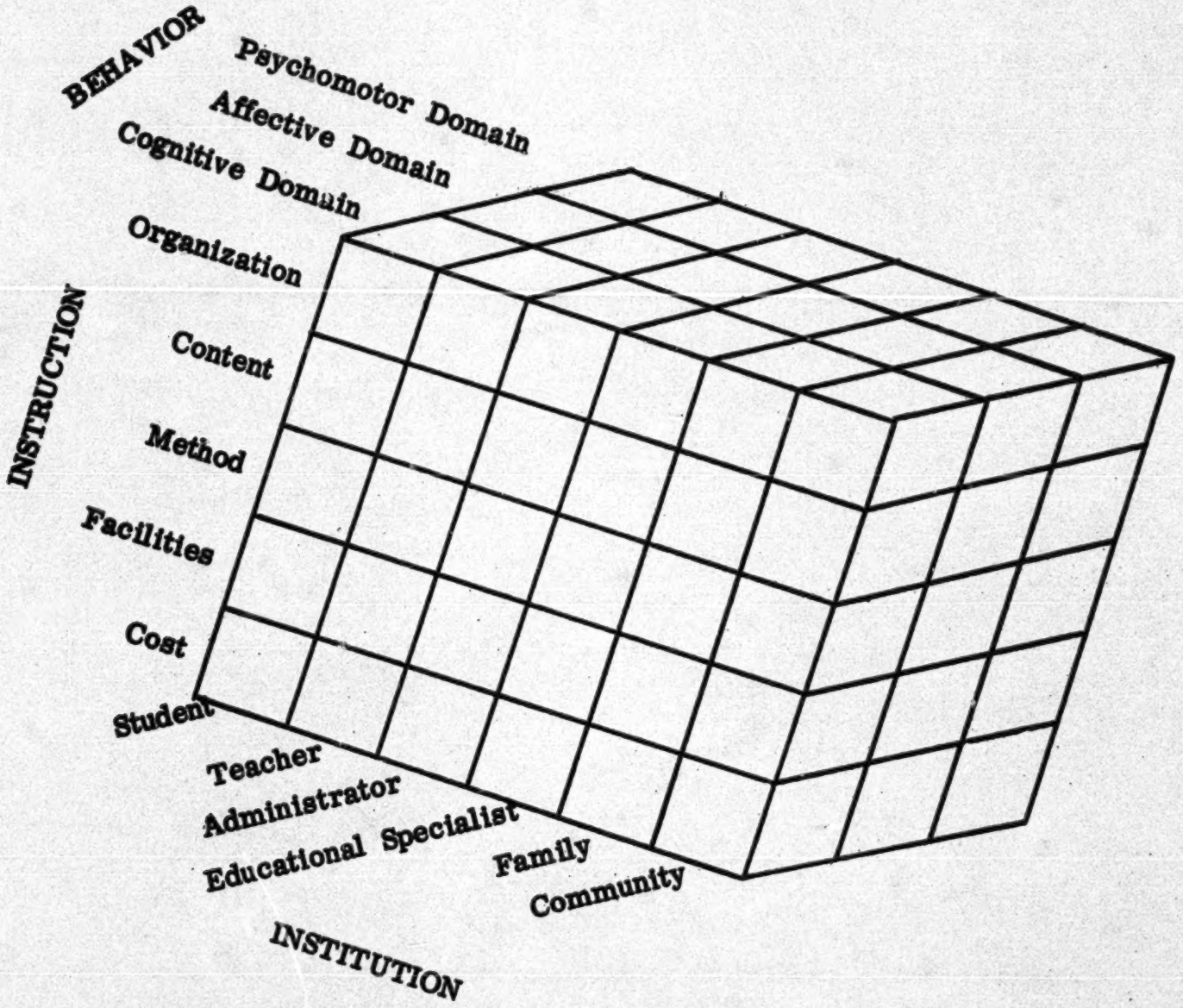

FIGURE 1

STRUCTURE FOR EVALUATION

a. Vertical Organization: Vertically, schools may be graded or non-graded, or fall somewhere in between.
   (1) Graded: In pure grading, the content of the instruction program and its sequential arrangement are determined by assignment of subject matter to various grade levels, by designation of instructional materials suitable for particular grade levels, and by promotion of pupils upon satisfactory completion of the work specified for each grade.
   (2) Non-graded: In pure non-grading, sequence of content is determined by the inherent difficulties of subject matter in the childrens' demonstrated ability to cope with it; materials are

selected to match the spread of individual differences existing within the instructional gap; and the children will operate according to their readiness to perceive. Promotion or non-promotion does not exist as such. An important goal is to provide continuous progress of each child.

b. Horizontal Organization: Horizontally, schools may be organized into any one of many alternative patterns. But all of these horizontal patterns are derived from essentially four different kinds of considerations--considerations of the child, of the curriculum, or the teacher's qualifications, and the school's philosophy.

(1) Self-contained: Self-contained classroom is defined as a classroom in which a group of children of similar social maturity, ability, age, etc., are grouped together under the continued guidance of a single teacher.

(2) Departmentalization: The characteristic feature of departmental instruction is that a teacher who is highly trained in a field of knowledge is assigned to teach English, which in the elementary school would include reading, writing, spelling, and literature; other teachers assigned to the Social Studies, including history, geography, and citizenship; another teacher to Mathematics; another to Natural Sciences; etc.

(3) Cooperative teaching: Under the general heading of cooperative teaching may be found dozens of different patterns of school and staff organization. Some of these are derived from, or associated with, attempts to achieve greater flexibility in pupil grouping. Others are associated with efforts to eliminate the administrative and instructional characteristics of rigid, lock-step, organizational structure. One of the most important forms of cooperative teaching is the organizational pattern known as team teaching.

The second variable is that of Content. Content is defined as that structure or body of knowledge which is identified with the subject matter of a discipline and controls its inquiries. Content may be described in terms of specific topics to be covered at a given grade level.

A third variable is that of Methodology. Methodology is that process designed to facilitate learning. It may be divided into three levels: teaching activities, types of interaction, and learning principles or theories utilized.

1. Teaching Activities
   a. Lecture
   b. Discussion
   c. Question-answer
   d. Committee
   e. Round table
   f. Symposium

g. Drill
h. Homework
i. Review
j. Individual supervised study
k. Resource person(s)
l. Field trips
m. Inquiry
n. Debate
o. Media*

*Includes: texts, resource books (dictionaries, encyclopedias, library, etc.), workbooks, films, film strips (with and without tapes), tapes/records, television (commercial, educational, closed circuit), laboratories (science, language), programmed teaching machines/texts.

2. Types of Interaction
a. Teacher ⟷ Student
b. Student ⟷ Student
c. Media ⟷ Student
d. Teacher ⟷ Teacher*

*Principally team teaching. (In addition to identifying the interaction participants, there are a number of codes that have been developed to describe the interaction such as: (1) Interaction Analysis--Ned Flanders; (2) Teaching Interaction--Marie Hughes; (3) Classroom Transaction--Stanford University.) (Sample: Devised and revised by many members of staff.)

3. Learning Theory
a. Behavior which represents the achievement or partial achievement of an educational objective should be reinforced.
b. The introduction of cues which arouse motivation toward the achievement of an educational objective will increase the effectiveness with which that objective is achieved.
c. Practice in applying a principle to the solution of problems will increase the probability of transfer of training to new problems require the use of the same principle for their solution.
d. Since learners differ in their capacity to make the responses to be acquired, learning will be most effective if it is planned so that each learner embarks on a program commensurate with his capacity to acquire new responses.
e. If a pupil has had training in imitation, then he is capable of learning by observing demonstrations of skills to be acquired.
f. The learner will learn more efficiently if he makes the responses to be learned than if he learns by observing another make the responses or makes some related response.

The fourth and fifth variables are Facilities and Cost. Facilities is defined as that space, special equipment, and expendables needed to support an educational program. Cost is the money required for facilities, maintenance, and personnel to accomplish a given task.

The variables defined in the above represent important categories to be considered in the instructional program. The innovation to be considered may

be contained in any one of the variables (e.g., team teaching--organization). Yet all variables must be considered in the analysis of the total program. If innovations are to be adopted on a wide scale, a complete picture of the program must be studied with its various components carefully analyzed.

INSTITUTIONAL DIMENSION

The Institutional Dimension is that dimension of the model defined by the variables of Child, Teacher, Administrator, Educational Specialist, Family, and Community. Any given innovation will be influenced by the unique qualities of the individuals involved. For the purposes of evaluation, each of the variables is described in terms of sub-variables that may have a direct influence on the given program. The following examples are a sample of these descriptive sub-variables.

1. Student
   - a. Age
   - b. Grade level
   - c. Sex
   - d. Familial variables
   - e. Socio-economic variables
   - f. Physical health
   - g. Mental health
   - h. Achievement
   - i. Ability
   - j. Interest
   - k. Relationship to innovation

2. Teacher, Administrator, and Educational Specialist
   - a. Identification Data
     - (1) Age
     - (2) Sex
     - (3) Race, nationality, religion
     - (4) Physical health
     - (5) Personality characteristics
   - b. Educational Background and Work Experience
     - (1) Undergraduate major and minor
     - (2) Graduate major
     - (3) Highest degree
     - (4) Educational experience
     - (5) Experience outside education
   - c. Environmental Factors
     - (1) Professional salary
     - (2) Professional affiliations
     - (3) Non-professional affiliations
     - (4) Socio-economic status of residence
     - (5) Professional and non-professional reading habits
     - (6) Leisure activities outside professional work time
   - d. Degree of Involvement in Program

3. Family
   - a. Degree of Involvement with Innovation
     - (1) Have children in school; all affected by the innovation.
     - (2) Have children in school; some affected by, some not affected by, the innovation.
     - (3) Have children in school; none affected by the innovation.

(4) Have no children in school (these are treated under descriptive items in the Community variable).

b. General Characteristics
- (1) Ethnic/national/linguistic
- (2) Size
  - (a) Total
  - (b) Siblings
  - (c) Other relatives present
- (3) Age distribution
- (4) Marital status
- (5) Pattern
  - (a) Nuclear
  - (b) Extended
- (6) Income
  - (a) Approximate level
  - (b) Number of wage earners
  - (c) Source
  - (d) Occupation
- (7) Residence
  - (a) Urban
  - (b) Suburban
  - (c) Rural
  - (d) Cost range
- (8) Education
  - (a) Approximate formal level
    - i. Parents
    - ii. Siblings
    - iii. Other relatives present
  - (b) Informal
    - i. Industrial
    - ii. Military
    - iii. Community service
    - iv. Other
- (9) Affiliations
  - (a) Religious
  - (b) Political
  - (c) Social
  - (d) Professional
  - (e) Other
- (10) Mobility
  - (a) Parents' place of origin
  - (b) Length of time in community
  - (c) Frequency of moving
  - (d) Extent of traveling

4. <u>Community</u>

a. Geographical Setting
- (1) Location
- (2) Environment--general

b. Historical Development

c. Population Characteristics
- (1) Demographic data
  - (a) Population size
  - (b) Population density
  - (c) Marriage and divorce rates
  - (d) Birth and death rates
  - (e) Age distribution

(2) Ethnic/nationality
(3) Linguistic
(4) Change patterns
(a) Mobility patterns
i. Immigration
ii. Emigration
iii. Migrant-indigenous ratio
(b) Growth patterns

d. Economic Characteristics
(1) Commercial/industrial organization and development
(2) Occupational range
(3) Sources/range of individual incomes
(4) Sources/range of tax base

e. Social Characteristics
(1) Institutions and organizations
(a) Government/political
(b) Educational
(c) Religious
(d) Service
(e) Social
(f) Commercial/financial
(g) Labor
(h) Professional
(i) Recreational
(j) Protection
(2) Power structure
(3) Socio-economic stratification

Assessment programs of the past have focused primarily on the child and his response to content in a given subject area. With the changes taking place in instructional programs, more evidence is needed as to the influence of the teacher, administrator, parent, and community on a given innovation.

BEHAVIORAL DIMENSION

The Behavioral Dimension is defined by the variables of Cognitive, Affective, and Psychomotor Behavior. Evaluation as a process is best approached through objectives stated in behavioral terms. At this point in the development of the structure for evaluation, three variables for classifying these objectives are recognized. The first of these variables is Cognitive Behavior. Cognitive Behavior includes the recall, comprehension, and application of knowledge and the utilization of intellectual skills of analysis, synthesis, and evaluation. The best example of tests in this area are the standardized tests of achievement. In the majority of programs this is the only test utilized to describe the success or failure of both current and innovative programs.

The second variable in this dimension is Affective Behavior. Affective Behavior is defined as the interest, attitudes, values, appreciations, and adjustments of the individual. In recent years we have reached a point in the evaluation process where we are now concerned not only with the knowledge gained, but with the willingness of the student to identify himself with a given subject. Many instructional programs today repel students for reasons other

than academic ability. Recognizing this fact, it is important that we look at the reasons for this behavior.

Psychomotor Behavior is the third variable in this domain. It includes those acts which involve neuro-muscular coordination. Handwriting and physical education utilize this variable to draw conclusions about special programs.

A fourth variable, Perceptual Behavior, is now under study at the Center. It is hoped that this area will be adequately defined so that it may be utilized in the evaluation process for the coming year. At this point, it may be classified as experimental.

The structure developed provides a framework to produce factors that have a direct influence on a given innovation. The factors created by the interaction of one variable from each of the dimensions may be studied in any depth desired by a school district. In most cases, the study of a given factor will be determined by time, availability of tests and procedures, and the needs of a given school district.

A Model for Evaluation as a Process

Once the forces affecting a given innovation haye been identified and placed in a structure which permits an analysis of the interaction of these forces, the next step is that of placing the structure in a working model for evaluation (see Figure 2).

The application of this model in school evaluation programs must be approached with caution through carefully defined steps. Teachers and administrators have not been adequately trained in the skills necessary to evaluate instructional programs. Once these skills have been developed through the cooperative efforts of the school and Center, the school district personnel should progress to the point that they can operate independently. The training period demands the first step toward adequate evaluation be limited to the capabilities of the personnel in the given school district.

Sound evaluation procedures require that the process begin with the current programs. Before attempts at innovation are made, adequate baseline data is required to make those decisions which determine the direction of the change process.

Beginning with the prediction source, the program must be defined in terms of what is to be evaluated. All too frequently, the school district moves into the evaluation process by attacking the total school program. Due to the limited skills of personnel, the evaluation process is doomed before it starts, or

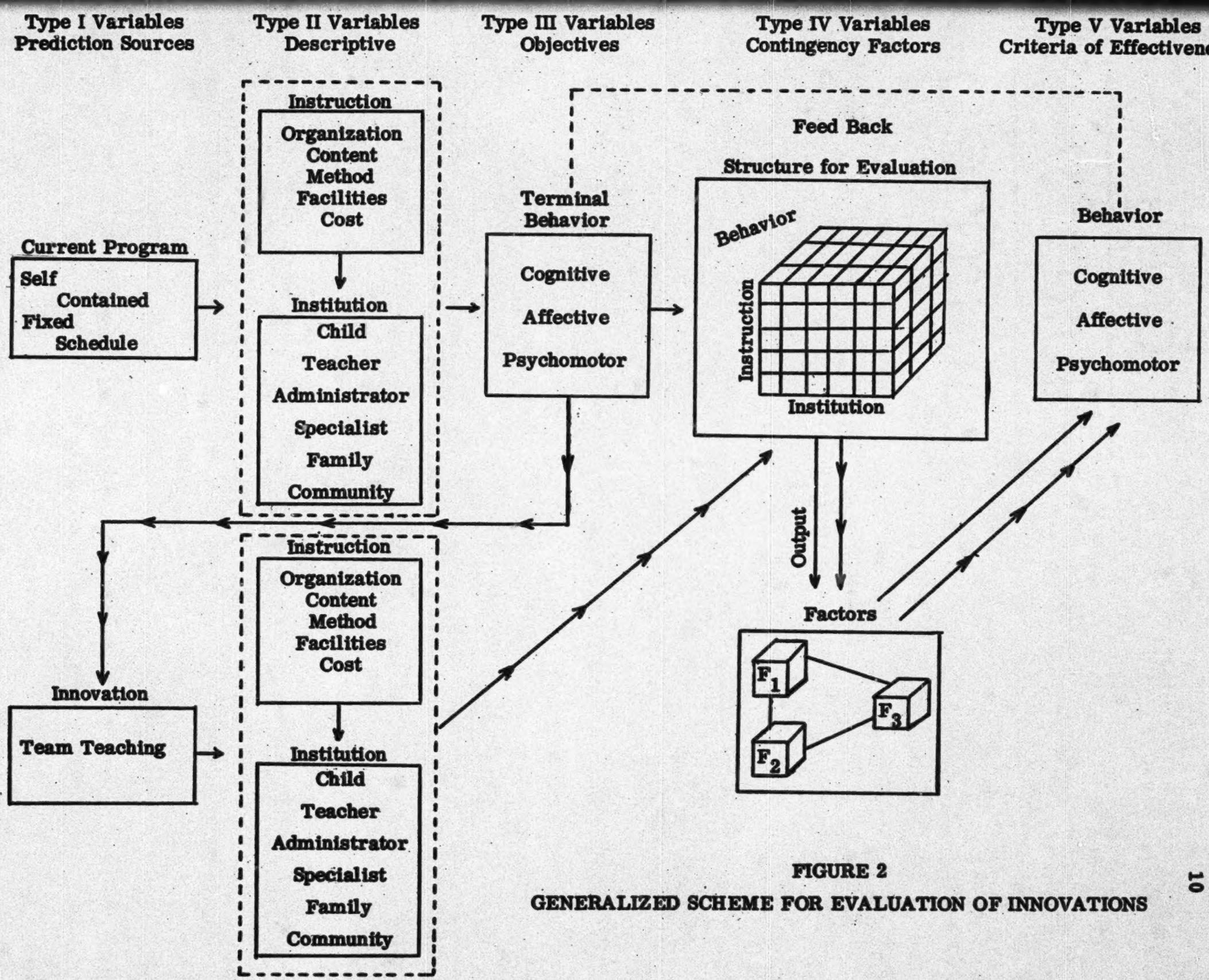

FIGURE 2

GENERALIZED SCHEME FOR EVALUATION OF INNOVATIONS

more often returns to the use of standardized achievement tests as the only criteria for evaluation. The first step should be one of beginning with a single subject area of the curriculum, such as mathematics, and even then it would be advisable to limit the first phase to a selected number of grades, due to the time factor involved. The nature of the change process involving a given innovation should limit this problem to begin with, as it is assumed that a given innovation would not be applied across all grade levels until verification of intended objectives had been completed.

The second step is that of defining the descriptive variables in the Instructional and Institutional Dimensions. Before moving to step three, all variables with the exception of Cost and those within the Institutional Dimension should be defined.

The third step in the evaluation process is that of stating objectives in behavioral terms. This represents one of the most crucial steps in the evaluation process. Properly stated objectives will:

1. specify the kind of behavior which will be accepted as evidence that the learner has achieved the objective.
2. state the conditions under which the behavior will be expected to occur.
3. specify the criteria of acceptable performance by describing how well the learner must perform.

In the process of stating objectives, the structure for evaluation (Figure 1) will be used to point out a need for objectives in addition to those involving Content, Child, and Cognitive Behavior.

Once the behavioral objectives have been developed, the fourth step in the evaluation process is that of assessing the behavior described in the objectives. The Center will provide information regarding standardized tests, techniques, test research, and the technical help necessary for creating additional instruments and techniques to be used by the classroom teacher. The final phase of step four is the output of factors determined by the current program for the innovation under consideration.

With the factors identified, the fifth step is that of analyzing the results within factors and the relationships between factors, to arrive at conclusions based on actual behavior. Once the outcomes have been defined, there is a feedback process to the terminal behavior defined through objectives to determine the effectiveness of a given program in reaching the desired outcomes.

With the current program evaluated through the process described, the school or district is ready to consider change in the instructional program. Change will take place in the form of innovations. The decisions for innovation will be determined by evidence gathered as to what the change process should involve, and most important of all, it will provide data for the school boards, community, and administration to make those important decisions necessary for providing instructional programs which meet the needs of every child.

The Evaluation Center

At present, the majority of school districts do not have access to, nor possess, the essential tools and trained personnel necessary to adequately assess both current and innovative programs for instruction. The process of bringing research to the classroom demands technical help, the hardware, and training programs that far exceed the budget limitations of most school districts. To meet this need, a model Center was developed through a planning grant under Title III of the Elementary and Secondary Education Act of 1965. The Center was designed to provide school districts with the help needed to train district personnel in the process of evaluation. The basic purpose of the Center is that of cooperating and assisting in the process of evaluation. It is not the purpose nor function of the Center to act as an outside evaluation agency. The Center operates on the philosophy that evaluation must be a product of the local district. Outside agencies should serve as consultants to help strengthen and develop the skills necessary to do an adequate job of evaluation. To accomplish this task, a Center composed of three divisions was developed. The three divisions are those of Field Services, Evaluation Services, and Publications.

THE FIELD SERVICES DIVISION

The major task of the Field Services Division is that of initiating a systematic self-evaluation of innovations within participating school districts. Once the school district has made contact with the Evaluation Center, the Field Services Division will:

1. provide the necessary help to define the innovation in relation to the model provided for evaluation.
2. assist in the accumulation and classification of data relating to selected innovations.
3. provide assistance in designing and implementing in-service training programs for participating personnel within the school districts.

4. provide the assistance necessary in the selection of consultants needed to provide help in specific problem areas for evaluation.
5. provide assistance in the analysis of data in relation to factors identified within the model.
6. assist in the dissemination of the data relating to the evaluation of selected innovations.

As stated previously, one of the primary objectives of the Center is to ensure a continuing program of self-evaluation. To accomplish this task, the Field Services Division will be responsible for training selected personnel within the school districts to carry on the major responsibilities for evaluation. Field Service Specialists and consultants will be utilized to accomplish this task. The Field Service Specialists, with the cooperation of other Divisions in the Center, will provide the necessary leadership to coordinate the activities for in-service training in the evaluation of given innovations.

THE EVALUATION SERVICES DIVISION

The Evaluation Services Division will assume, as its major role, a service function to the Field Services Division and the participating schools.

A general description of its two components best illustrates the responsibilities of the Division. The first; The Evaluation and Assessment Office will be primarily concerned with the refinement of program design into operational terms and the development of instruments and analytical methods. In addition, and of secondary importance, this Office will be expected to continually conduct developmental programs which will yield instruments and techniques useful to the functions of the Center.

The Office of Evaluation and Assessment will provide technical assistance to other Divisions of the Center and to the districts participating in the Project in the following ways:

1. Refine general evaluation problems into specific operational form.
2. Develop and refine assessment methodology and instrumentation for the evaluation programs conducted by the Center.
3. Provide a central source for information concerning assessment techniques in evaluation programs.
4. Direct and conduct analytical studies in support of on-going evaluation programs.
5. Provide consultative services to local districts in regards to local research and evaluation efforts.
6. Conduct a systems analysis of the operations of the Center and develop improved operations and functioning procedures.

7. Develop techniques which would make the Central Resource Information Bank (CRIB) more useful in providing a descriptive information framework within which more meaningful evaluations can be made.
8. Prepare descriptive and technical reports and summaries based on the contents of the files created for the Central Resource Information Bank (CRIB).

Through its efforts of screening relevant publications, and reports on its close contacts with retrieval and dissemination centers, regional laboratories, ERIC, and other agencies, the Evaluation and Assessment Office will be more able to design and develop models for evaluation programs of the Center.

The Office of Information Storage and Processing will be the other major component of the Evaluation Services Division. This sub-division will provide a multiple service function: to the Director and all Divisions of the Center; the participating school districts; and to authorized researchers outside the formal structure of the Project. There will be two main concerns of this Office. The first will be the development and maintenance of an extensive data bank for the accumulation, storage, and ready access to descriptive data pertinent to the EPIC model. In addition to the descriptive data, it is expected that the bank will create readily accessible files on exemplary practices and programs from both within and outside the geographic area of direct concern to the Center. The second major charge to this group will be to provide necessary data processing services to all projects within the Center. This service will include such items as machine-document design, machine-document origination, the conduct of empirical analysis, and assistance in the development of techniques to make data collection and information processing less of a routine burden on the evaluation teams and researchers, as well as expediting necessary summaries.

PUBLICATIONS DIVISION

The Publications Division is the link in the operational chain by which the knowledge gained is shared with others in order that more effective educational systems may result. Productive output will begin on the first day of operation with news releases to all appropriate media that operations have begun.

Recognizing the necessity for continuous support from parents and the community, the Publications Division will prepare and traffic news releases, thereby relieving administrators from having to divert their energies into this area of operation.

As soon as the Center Specialists have a flow of materials in and have performed their first evaluations leading to positive conclusions, the Publications Division will launch what should prove to be a most valuable method of sharing information. This will be the Case Study Report a single sheet printed on both sides, punched for notebook filing. Case Study Reports will be developed under a consistent format giving subject, the number of (or in) classes, stage of project at the time of the review, followed by a full description (whether conclusions have yet been reached or are still pending), comments by the classroom teacher, and comments by the Center evaluator.

These Case Study Reports will be issued under classified and numbered designations with a series for each specific interest group--mathematics, biological sciences, etc., in order that they may be requested by simple number designation. Later reports on the same class would carry the parent number, with a suffix to show a re-evaluation had been effected. These are the basic end products which can be placed in the hands of interested educators everywhere to provide inspiration, guidance, and assurance. These will originate with the Specialists, be processed by the Publications Division writers into the pattern, rechecked with the Specialists, then additionally rechecked with the originating classroom teacher to ensure that the final presentation is truly authoritative and that no distortion or misinterpretation exists in the printed report. Because the Center will be new and the long-range acceptance of its findings will depend upon the validity of its presentations from the start, special care will be taken to ensure that every phase of every presentation is correct.

The printed two-page Case Study Reports will be the items most widely distributed and undoubtedly the most in demand. They adapt themselves as the appropriate items for professional meetings--ranging from single schools to districts to counties to state to national educational conclaves.

Nation-wide notice of availability of each new Case Study Report as it is about to be released will be effected through a monthly publication, which will develop either a feature-type presentation, or a more simple abstract on each one to give the reader an idea of the coverage afforded by each Case Study Report, without going into full details. Again, the Publications Division will blend the ingredients for reaching the audience.

Additionally, the staff members of the Publications Division will capsulize the Case Study Reports (individually) into one-paragraph form for inclusion on what could be termed a "request checklist" or perhaps an "order blank." These

will be prepared in a format suitable for use as enclosures in all correspondence from EPIC--serving as an effective informational tool. These order blanks also will be display table items. They will be updated constantly, in the intervals necessitated by keeping up with the ever-changing activities.

The monthly publication will be the informational contact tool of the Center, contrasted with the Case Study Reports which will be the end product presentation. It will present information covering all segments of the educational strata, as contrasted with the pin-point approach of the Case Study Reports, which have the distinct advantage of being ready to go into subject-classified notebooks. The commentaries at times may be based on comparisons of some of the Case Study Reports, whereas the individual Case Study Reports themselves will not try to be comparaitve. The monthly publication will be the "official voice" of the Center and thereby will provide the medium for introduction of new concepts, requests for new or different kinds of participation, a tally of achievements by appropriate groups, etc. It offers the opportunity for personal observations or the sharing of beliefs by the central administrator.

CONCLUSIONS AND RECOMMENDATIONS

The importance of a sound approach to the problem of evaluation cannot be over-emphasized. Evaluation at the local level has been the problem-child of education--everyone needing and wanting answers to the problem, but no one willing to take on the task of attacking the complex problems involved. This paper represents one approach toward a solution of this problem. The EPIC Center, established under a Title III operational grant, has two major objectives: (1) To develop and refine programs for evaluation as a process, and (2) The development of a Center to put these programs into action through adequately trained personnel and the hardware necessary to give school districts the help they so desperately need. Those participating within the Center recognize that the implementation of the recommendations presented in this paper require the development of operational procedures not yet defined. The development of these procedures are in progress at the present time. It will be some time before all problems are solved; yet, the many months of effort indicate that there is a solution to each of these problems. With this in mind, the following recommendations are made:

1. Evaluation Centers be established to aid local school districts in the solution of the problems dealing with evaluation of both current and innovative programs at the local level.

2. The structure and model proposed in this paper need to be put into action in pilot programs across the country to bring new ideas and refinement to the processes described.

3. The concentrated support of Federal, state, and local agencies in providing the necessary funds and resources necessary to encourage talented teachers to enter the training programs needed to provide school districts with trained personnel in evaluation.